Textbook Alignment to the Utah Core

Instructional Materials Evaluation Criteria (name and grade of the core document used to align)

Everyday Mathematics, © 2007, Third Grade

Title Teacher's Lesson Guide Vol. 1 & Vol. 2 (TLG) **ISBN# 0076035964 (Vol. 1) & 0076035972 (Vol. 2)**

Title Student Reference Book (SRB) **ISBN# 0076045692**

Title Math Journal Vol. 1 & Vol. 2 (MJ) **ISBN# 0076045676 (Vol.1) & 0076045584 (Vol. 2)**

Title Math Masters **ISBN# 0076045722**

Title Minute Math + **ISBN# 0076045463**

Publisher: Wright Group/McGraw-Hill, a division of the McGraw-Hill Companies

Name of Person conducting alignment: Heather Lash

Overall percentage of coverage of the Utah State Core Curriculum: 100 %

Standard I: Students will understand the base-ten numeration system and place value concepts, and perform operations with whole numbers and simple fractions.
Percentage of coverage for Standard I: 100 %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
1.1: Represent whole numbers up to 10,000, comprehend place value concepts, and identify relationships among	**a.** Read, write, and represent whole numbers using standard and expanded form.	**TLG:** 730-735, 736-741, 746, 772-775, 778-782, 903 **SRB:** 217 **MJ:** 214, 217, 220, 229, 233, 230, 235, 276	

whole numbers using base-ten models and symbolic notation.		**MathM:** 280, 281, 283, 307 **MM+:**	
	b. Demonstrate multiple ways to represent numbers using models and symbolic representations (e.g., fifty is the same as two groups of 25, the number of pennies in five dimes, or 75 - 25).	**Teacher's Lesson Guide:** 18–27, 29, 40, 42–46, 51–54, 56–59, 104, 112–128, 142-146, 147–151, 269, 318–346, 348, 349, **Student Reference Book:** 2–12, 14, 15, 18–21, 38, 39, 41, 42, 270 **Math Journal:** 2–4, 9, 15, 34, 36, 37, 39, 40, 48, 51, 102, 110, 116, 276 **Math Masters:** 7, 8, 11, 15, 20–23, 29, 41–46, 57–59, 119, 122-124, 126–133, 135, 136, 411 **Minute Math +:** 3, 4-7, 11, 20, 27-29, 32, 33, 36	
	c. Identify the place and the value of a given digit in a four-digit numeral and round numbers to the nearest ten, hundred, and thousand.	**Teacher's Lesson Guide:** 23–27, 57, 107–109, 126, 135–146, 151, 174, 318–322, 325, 330–335, 338–339, 341, 351, 353-362, 365–378, 406, 607–611, 618–623, 712–717, 719–723, 773–777, 779–781 **Student Reference Book:** 18–20, 33–36, 302–306, 312–313 **Math Journal:** 15, 32, 56, 45, 47, 50, 102, 110, 114–115, 117, 119, 123, 169, 173, 206, 208 **Math Masters:** 11, 39, 40, 52–55, 64, 119–122, 124, 126–128, 132, 139–146,	

		153–157, 220, 221, 225–227, 267–271, 411, 453 **Minute Math +:** 3, 9, 23, 24, 34, 37, 44, 50	
	d. Order and compare whole numbers on a number line and use the inequality symbols <, >, ≠, and = when comparing whole numbers.	**TLG:** 19-20, 21, 23-26, 27, 327, 328, 373, 789 **SRB:** **MJ:** 1, 3 **MathM:**8, 9, 123, 125, 152, 313, 314, 369 **MM+:**	
	e. Identify factors and multiples of whole numbers.	**TLG:** 111, 249-251, 577-581, 583-587, 607-611, 619-620, 713-717, 743-747, 751, 763, 773, 882 **SRB:** 37, 274-275, 285-286 **MJ:** 169, 173, 206, 219, 228, 234 **MathM:** 209, 221, 286-287, 443-445, 448 **MM+:** 5, 14, 29, 31	
Standard I: Students will understand the base-ten numeration system and place value concepts, and perform operations with whole numbers and simple fractions. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.2: Use fractions to communicate and compare parts of the whole.	**a.** Identify the denominator of a fraction as the number of equal parts of the unit whole and the numerator of a fraction as the number of equal parts being considered.	**TLG:** 352-357, 358-361, 648-651, 652, 663, 675, 676, 682-687, 888-893 **SRB:** **MJ:** 114, 115, 117, 180, 181, 197, 198, 269 **MathM:** 139, 140, 237, 245, 246, 254, 258, 259, 366, 369, 370, 371, 426, 427	

		MM+:	
	b. Define regions and sets of objects as a whole and divide the whole into equal parts using a variety of objects, models, and illustrations.	**TLG:** 363-367, 727, 888-893, 894-896 **SRB:** **MJ:** 119, 269, 272, **MathM:**148, 276, 277, 366, 369, 370, 371 **MM+:**	
	c. Name and write a fraction to represent a portion of a unit whole for halves, thirds, fourths, sixths, and eighths.	**TLG:** 658-653, 660, 682-687, 888-892, 894-898, **SRB:** **MJ:** 180, 181, 185, 186, 197, 198, 269, 272, 273**,** **MathM:** 237, 238, 239, 256, 260, 261, 366, 369, 370, 371, 372, 373, 436 **MM+:** 12, 35, 40	
	d. Compare and order fractions using models, pictures, the number line, and symbols.	**TLG:** 665-669, 671-676, 677-681, 688-691, 693, 832, 838, 888-892 **SRB:** 283, 284, 287, 288, **MJ:** 192, 194, 200, 201, 269 **MathM:** 191, 247, 248, 249, 250, 251, 253, 254, 255, 256, 261, 262, 366, 369, 370	

		MM+: 86, 90, 92, 155	
	e. Find equivalent fractions using concrete and pictorial representations.	**Teacher's Lesson Guide:** 672-678, 679-680, 685, 892 **Student Reference Book:** 27-30, 283-284 **Math Journal:** 194-196, 199, 207, 213 **Math Masters:** 252-255, 369 **Minute Math +:**	
Standard I: Students will understand the base-ten numeration system and place value concepts, and perform operations with whole numbers and simple fractions. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.3: Estimate and model problems involving addition, subtraction, multiplication, and division.	**a.** Demonstrate the meaning of multiplication and division of whole numbers through the use of a variety of representations (e.g., equal-sized groups, arrays, area models, and equal jumps on a number line for	**Teacher's Lesson Guide:** 577–581, 583–587, 589–593, 599, 607–611, 619, 620, 622, 623, 713–717, 719–721, 724–742, 760–783 **Student Reference Book:** 64–67, 274, 275 **Math Journal:** 157, 161, 162, 164, 166–167, 169, 173	

	multiplication, partitioning and sharing for division).	**Math Masters:** 207–221, 225, 226, 228, 267–275, 279–281, 283, 286, 288, 290, 293–296, 301–309 **Minute Math +:**	
	b. Use a variety of strategies and tools, such as repeated addition or subtraction, the number line, and counters to model multiplication and division problems.	**Teacher's Lesson Guide:** 577–581, 583–587, 589–593, 599, 607–611, 619, 620, 622, 623, 713–717, 719–721, 724–742, 760–783 **Student Reference Book:** 64–67, 274, 275 **Math Journal:** 157, 161, 162, 164, 166–167, 169, 173 **Math Masters:** 207–221, 225, 226, 228, 267–275, 279–281, 283, 286, 288, 290, 293–296, 301–309 **Minute Math +:**	
	c. Demonstrate, using objects, that multiplication and division are inverse operations (e.g., 3 x 4 = 12; thus, 12 ÷ 4 = 3 and 12 ÷ 3 = 4).	**Teacher's Lesson Guide:** 242–247, 254–259, 262, 272–277, 285, 607–611, 742–747, 754–759, 828 **Student Reference Book:** 52, 53, 55, 66, 73, 74, 259, 260 **Math Journal:** 79, 84, 86, 93, 162, 169, 173	

		Math Masters: 85, 90−93, 98–102 106, 398 **Minute Math +:** 49, 51, 89–94, 100, 145	
	d. Demonstrate the effect of place value when multiplying whole numbers by 10.	**Teacher's Lesson Guide:** 278–282, 332, 333, 601, 605–611, 618–623, 712–717, 772–777 **Student Reference Book:** **Math Journal:** 169, 173, 206, 208, 233 **Math Masters:** 105, 161, 221, 225, 226, 267–269, 281, 283 **Minute Math +:** 43, 49	
	e. Write a story problem that relates to a given addition, subtraction, or multiplication equation, and write a number sentence to solve a problem related to the students' environment.	**TLG:** 117-122, 123-128, 129-133, 147-151, 242-247, 248-253, 273, 283-285, 287, 718-721, 859, **SRB:** 212, 218, 219, **MJ:** 36, 37, 39, 40, 42, 51, 52, 79, 81, 92, 93, 208, 209, **MathM:** 43, 46, 47, 51, 57, 58, 59, 85, 86, 87, 106, 108, 269, 270, 271, 406, 419 **MM+:** 85, 89, 157, 419	

Standard I: Students will understand the base-ten numeration system and place value concepts, and perform operations with whole numbers and simple fractions. **Percentage of coverage for Standard I: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
1.4: Compute and solve problems involving addition and subtraction of 3- and 4-digit numbers and basic facts of multiplication and division.	**a.** Find the sum or difference of numbers, including monetary amounts, using models and strategies such as expanded form, compensation, partial sums, and the standard algorithm.	**TLG:** 117-138, 141-144, 146-151, 594-599, 840-844, 860, 886 **SRB:** 83, 212, 218, 219 **MJ:** 36, 37, 39, 40, 42, 45, 47, 50, 51, 52, 164, **MathM:** 43, 46-47, 50-54, 56, 57, 215, 216, 343, 363, 406, 407, 409, 411 **MM+:**	
	b. Compute basic multiplication facts (0-10) and related division facts using a variety of strategies based on properties of addition and multiplication (i.e., commutative, associative, identity, zero, and the distributive properties).	**TLG:** 242-247, 248-253, 260-264, 283-285, 287, 288-291, 582-585, 586-587, 588-590, 592-593, 600-602, 604, 605, 718-723, 881 **SRB:** 215, 293, 294, **MJ:** 79, 81, 82, 86, 93, 96, 159, 161, 162, 166, 167, 208, 209, **MathM:** 85, 86, 87, 88, 89, 92, 108, 210, 211, 212, 213, 214, 217, 218, 219, 270, 271, 398, 419 **MM+:** 43, 48, 79, 81, 84, 90	

Standard II: Students will use patterns, symbols, operations, and properties of addition and multiplication to represent and describe simple number relationships. **Percentage of coverage for Standard II: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
2.1: Create, represent, and analyze growing patterns.	**a.** Create and extend growing patterns using objects, numbers, and tables.	**TLG:** 73-77, 100-105, 112-116, 222, 266-269, 272-275, 277, 582-587, 589, 592-593, 599, 629, 668, **SRB:** 50, 159, **MJ:** 23, 27, 24, 30, 34, 76, 192, **MathM:** 28, 29, 38, 41, 42, 96, 98, 100, 103, 209, 210, 214, 216, 228, 232, 421, 456, Activity Sheet 1 **MM+:**	
	b. Describe how patterns are extended using manipulatives, pictures, and numerical representations.	**TLG:** 106-111, 222, 256, 272-277, 322, 361, 576-580, 582-585, 587, 606-611, 618-620, 622-623, 629, 771 **SRB:** 52, 159, 299, 300 **MJ:** 32, 76, 157, 169, 173, **MathM:** **27, 39, 40, 98, 100, 103, 114, 121, 206,** 208, 210, 220, 221, 225, 226, 232, 302, 421, Activity Sheet 1 **MM+:**	
Standard II: Students will use patterns, symbols, operations, and properties of addition and multiplication to represent and describe simple number relationships. **Percentage of coverage for Standard II: 100 %**			
	Indicators	**If covered, appropriate page #'s**	**Comments on coverage**

Objectives			
2.2: Recognize, represent, and simplify simple number relationships using symbols, operations, and properties.	**a.** Represent numerical relationships as expressions, equations, and inequalities.	**Teacher's Lesson Guide:** 56, 100–105, 119–121, 126, 131, 132, 148–150, 213, 214, 216, 249, 250, 268, 595–599 **Student Reference Book:** 156 **Math Journal:** 15, 30, 36, 37, 39, 40, 42, 51, 52, 56, 74, 81, 88, 110 **Math Masters:** 15, 16, 38, 39, 43, 46, 47, 51, 56, 57, 64, 100, 108, 363, 451 **Minute Math +:**	
	b. Solve equations involving equivalent expressions (e.g., 6 + 4 = Δ + 7).	**Teacher's Lesson Guide:** 75, 117–122, 149, 151, 222, 263, 264, **Student Reference Book:** 13, 258 **Math Journal:** 7, 17, 20, 23, 30, 36, 37, 52, 76, 86, 80, 123, 157 **Math Masters:** 43, 44, 57, 92, **Minute Math +:**	
	c. Use the >, <, and = symbols to compare two expressions involving addition and subtraction (e.g., 4 + 6 □ 3 + 2; 3 + 5 □ 16 - 9).	**TLG:** 222, 246, 258, 276, 292 **SRB:** 13 **MJ:** 77, 80, 85, 90, 97 **MathM:** **MM+:**	`

	d. Recognize and use the commutative, associative, distributive, and identity properties of addition and multiplication, and the zero property of multiplication.	**Teacher's Lesson Guide:** 249, 266–272, 273–282 **Student Reference Book:** 52, 53, 55, 56 **Math Journal:** 30, 162, 164, 166, 167 **Math Masters:** 38, 89, 96, 99, 100 104, 107 **Minute Math +:** 41, 43	

Standard III: Students will describe and analyze attributes of two-dimensional shapes. **Percentage of coverage for Standard III: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
3.1: Describe and compare attributes of two-dimensional shapes.	**a.** Identify, describe, and classify polygons (e.g., pentagons, hexagons, octagons).	**TLG:** 188-193, 200-204, 349, 426-431, 432-434, 436, 437, 626-627, **SRB:** 108, 109 **MJ:** 63, 64, 69, 111, 136, 139, **MathM:** 68, 172, 177, 179, 197, 230, 416, 457-458 **MM+:** 53-55, 58, 59,	
	b. Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	**TLG:** 421-425, 443, 769 **SRB:** 104, 106-107 **MJ:** 104, 134, 152, 160 **MathM:** 174, 176, 197, 297-298 **MM+:** 58, 59	
	c. Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	**TLG:** 190, 427-431 **SRB:** 104, 108-109 **MJ:** 104, 136, 137, 147 **MathM:** 177, 197, 467 **MM+:** 58, 59	`
	d. Identify right angles in geometric figures, or in appropriate objects, and determine whether other angles are greater or less than a right angle.	**TLG:** 414-419, 420-423, 426-430, 438-443, 444-449, 769 **SRB:** 106, 107 **MJ:** 132, 130, 134, 141, 143, 144, 228 **MathM:** 173, 174, 177, 181, 182, 183, 428 **MM+:**	

Standard III: Students will describe and analyze attributes of two-dimensional shapes. **Percentage of coverage for Standard III: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
3.2: Apply transformations and determine whether two polygons are congruent.	**a.** Demonstrate the effect of a slide or flip on a figure using objects.	**TLG:** 450-455, 457-459 **SRB:** 98, 102 **MJ:** 146 **MathM:** 185-188, 193 **MM+:**	
	b. Determine whether two polygons are congruent by sliding, flipping, or turning to physically fit one object on top of the other.	**TLG:** 456-459, 461 **SRB:** **MJ:** 148, 149, **MathM:** 188, 192, 193 **MM+:**	

Standard IV: Students will select and use appropriate units and measurement tools to solve problems. **Percentage of coverage for Standard IV: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
4.1: Select and use appropriate tools and units to estimate and measure length, weight, capacity, time, and perimeter of two-dimensional figures.	**a.** Describe the part-whole relationships (e.g., 3 feet in a yard, a foot is 1/3 of a yard) between metric units of length (i.e., centimeter, meter), and among customary units of length (i.e., inch, foot, yard), capacity (i.e., cup, quart), and weight (i.e., pound, ounce).	**Teacher's Lesson Guide:** 342–346, 363–373, 830–834 **Student Reference Book:** 135–140, 146–149 **Math Journal:** 108, 119, 121, 215 **Math Masters:** 134, 149, 151, 152**,** 322, 332 **Minute Math +:** 21, 37, 64–68, 74	
	b. Measure the length of objects to the nearest centimeter, meter, half- and quarter-inch, foot, and yard.	**Teacher's Lesson Guide:** 176–187, 191–193, 297, 689, 690, 811 **Student Reference Book:** 135–139 **Math Journal:** 58, 64, 99, 215, 240, 244 **Math Masters:** 65, 66, 319 **Minute Math +:**	
	c. Measure capacity using cups and quarts, and	**TLG:** 812, 819-824, 825-827 **SRB:** 165	`

	measure weight using pounds and ounces.	**MJ:** 241, 246, 247 **MathM:** 328, 329, 330, 335 **MM+:** 74	
	d. Identify the number of minutes in an hour, the number of hours in a day, the number of days in a year, and the number of weeks in a year.	The calendar and sunset and sunrise graphing activities are daily activities in Everyday Mathematics. **TLG:** 32-36, 78-83 **SRB:** **MJ:** 5, 26, 27, **MathM:** 12, 13, 30, 31 **MM+:** 71-73,	
	e. Describe perimeter as a measurable attribute of two-dimensional figures, and estimate and measure perimeter with metric and customary units.	**Teacher's Lesson Guide:** 189–193, 200–205**,** 251, 295, 349, 423 **Student Reference Book:** 150–155 **Math Journal:** 63, 67, 70, 82**,** 134 **Math Masters:** 68, 71 **Minute Math +:**	
Standard IV: Students will select and use appropriate units and measurement tools to solve problems. **Percentage of coverage for Standard IV: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**

4.2: Solve problems involving measurements.	**a.** Determine simple equivalences of measurements (e.g., 30 inches = 2 feet and 6 inches; 6 cups = 1½ quarts; 90 min. = 1 hr. 30 min.).	**Teacher's Lesson Guide:** 342–346, 363–373, 830–834 **Student Reference Book:** 135–140, 146–149 **Math Journal:** 108, 119, 121, 215 **Math Masters:** 134, 149, 151, 152**,** 322, 332 **Minute Math +:** 21, 37, 64–68, 74	
	b. Compare length, weight, and capacity of given objects.	**Teacher's Lesson Guide:** 178-180, 185-186, 370-371, 373, 499-501, 809-813, 824, 827, 831-834 **Student Reference Book:** 139-140, 146-149, 160-164 **Math Journal:** 58, 61, 240, 245 **Math Masters:** 320, 328-329, 330, 335 **Minute Math +:** 19, 82, 93, 99, 114	
	c. Solve problems involving perimeter.	**Teacher's Lesson Guide:** 189–193, 200–205, 349, 423 **Student Reference Book:** 150−155 **Math Journal:** 63, 67, 70, 112, 134	`

		Math Masters: 68, 71 **Minute Math +:**	
	d. Determine elapsed time in hours (e.g., 7:00 a.m. to 2:00 p.m.).	**Teacher's Lesson Guide:** 32–36, 43, 78–83, 879–882 **Student Reference Book:** 174–176, 178 **Math Journal:** 1, 5, 26, 27, 67 **Math Masters:** 12, 13, 30, 31, 294, 361, 362 **Minute Math +:** 61–63, 71, 73	

Standard V: Students will collect and organize data to make predictions and identify basic concepts of probability. **Percentage of coverage for Standard V: 100 %**			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
5.1: Collect, organize, and display data to make predictions.	**a.** Collect, read, represent, and interpret data using tables, graphs, and charts, including keys (e.g., pictographs, bar graphs, frequency tables, line plots).	**TLG:** 37-41, 194-196, 198, 199, 379-381, 692, 835-839, 840-845, 852-857, 878-881, 883-885, 887 **SRB:** 83 **MJ:** 6, 7, 27, 176, 253, 254, 251, 261, 262, 279, 280 **MathM:** 14, 69, 70, 159, 160 341, 342, 343, 344, 345, 347, 350, 351, 352, 360, 365 **MM+:**	
	b. Make predictions based on a data display.	**TLG:** 194-196, 198-199, 294-299, 379-381, 383, 839, 852-857, 878-881, 883-885, 887, 899-903 **SRB:** 234 **MJ:** 27, 98, 261,175, 176, 262, 279, 280 **MathM:** 48, 69, 70, 113, 114, 159, 160, 162, 341, 350, 351, 352, 360, 365, 375 **MM+:**	
Standard V: Students will collect and organize data to make predictions and identify basic concepts of probability.			

Percentage of coverage for Standard V: 100 %			
Objectives	**Indicators**	**If covered, appropriate page #'s**	**Comments on coverage**
5.2: Identify basic concepts of probability.	**a.** Describe the results of events using the terms "certain," "likely," "unlikely," and impossible."	**TLG:** 47-50, 172-173, 175, 194-196, 198-199, 294-298, 654-658, 888-893, 894-898, 899-904 **SRB:** 280, **MJ:** 11, 98, 183, 269, 272, 273, 275 **MathM:** 18, 19, 69, 70, 113, 114, 240, 241, 366, 368, 369-371, 372, 373, 374, 375, 376, 377, 459 **MM+:**	
	b. Conduct simple probability experiments, record possible outcomes systematically, and display results in an organized way (e.g., chart, graph).	**Teacher's Lesson Guide:** 195-199, 295-299, 655-658, 662, 889-893, 895-898, 900-904 **Student Reference Book:** 92-94, 280-281, 309 **Math Journal:** 98, 183, 184, 188-189, 269, 272, 275 **Math Masters:** 70, 113-114, 240-241, 339, 368, 371-375, 464 **Minute Math +:**	
	c. Use results of simple probability experiments to predict future outcomes.	**TLG:** 172-173, 175, 194-196, 198, 654-658, 662, 888-893, 899-904 **SRB:** **MJ:** 183, 188, 189, 269, 275 **MathM:** 69, 70, 240, 241, 266, 368, 369-371, 375, 376, 377, 459 **MM+:**	`
